

Management Of Sex Education (Sex Education) From An Early Age For Mild Mentally Impaired Children In Extraordinary Elementary Schools (SDLB)

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Abstract

Sex education equips students to have sexual behavior that is in accordance with applicable values and norms and to avoid sexual harassment. Children with mental retardation who have mild intellectual disabilities have difficulty understanding the sexual symptoms they experience. This study aims to examine and explore the management of sex education for mild mentally retarded children at SLB Negeri Slawi and SLB Tebar Pesona Kasih in Brebes. The research method used is qualitative methods with collection techniques using interview, observation, and documentation studies. In this study, the theory of sex education management used refers to the "Edward Daming" theory with data assessment adjusted to the management principles of the "Daming cycle" namely PDCA: (1) planning, (2) implementation, (3) evaluation and follow-up. As for the results of the management of sex education in these two special schools, there are several research results that state the discrepancy between theory and concept due to several obstacles that become obstacles including students, parents, institutions, teachers and supporting infrastructure for sex education. Thus, it is hoped that the government can assist the SLB Negeri Slawi and SLB Tebar Pesona Kasih Brebes schools in providing sex education services that are more systematic and can be evaluated so that mild mentally retarded children are expected to have sexual behavior in accordance with values and norms. there are several research results that state the discrepancy between theory and concept due to several obstacles that become barriers including students, parents, institutions, teachers and supporting infrastructure for sex education. Thus, it is hoped that the government can assist the SLB Negeri Slawi and SLB Tebar Pesona Kasih Brebes schools in providing sex education services that are more systematic and can be evaluated so that mild mentally retarded children are expected to have sexual behavior in accordance with values and norms. there are several research results that state the discrepancy between theory and concept due to several obstacles that become barriers including students, parents, institutions, teachers and supporting infrastructure for sex education. Thus, it is hoped that the government can assist the SLB Negeri Slawi and SLB Tebar Pesona Kasih Brebes schools in providing sex education services that are more systematic and can be evaluated so that mild mentally retarded children are expected to have sexual behavior in accordance with values and norms.

Keywords: Management, Sex Education, Mild mentally retarded children.

I. INTRODUCTION

Referring to Law number 20 of 2003 concerning the National Education System in article 15 which reads[1]"Types of education include general, vocational, academic, professional, vocational, religious, and special education". Seeing from this explanation, Indonesia has paid attention to people with special needs in getting an education that is equivalent to the existence of these regulations. Indonesia is in the category of schools for people with special needs, one of which is children who experience intellectual disabilities or mental retardation, they can attend both inclusive schools and special schools. In terms of mental retardation according to Kustawan, (2016:11) are:[2]"Children who have significantly below average intelligence and are accompanied by a disability in behavioral adaptation that appears during development". He also said that: "children with mental retardation have academic barriers in such a way that their learning services require curriculum modifications to suit their particular needs". People generally recognize mental retardation as someone who has mental retardation or mental retardation. While the IQ limits for mild mental retardation submitted by AAMD (1985), to determine the classification of mild mental retardation in addition to other provisions are:[3]"Children with low intelligence levels who have an IQ in the range of 50/55-70/75". Further explained by Kemis and Rosnawati (2013) suggesting that mild mental retardation (educable) are: "Children who still have academic abilities equivalent to regular children in grade 5 elementary school. Children who are classified as mild mentally retarded are also referred to as debil or mentally retarded who are able to educate. This designation is given because children with mild mental retardation are still able to receive learning in inclusive schools and special schools even with appropriate learning methods and with a relatively longer time. Frampton and Gail, 1955 (in, Sari, et al. 2017) describe the needs of Children with Special Needs, namely:[4](1).

The feeling of being assured that their needs will be met/The Sense of Trust, (2) The feeling of self-regulation/The Sense of Autonomy, (3) The feeling of being able to act according to their own initiative/The Sense of Initiative, (4) The feeling of being satisfied with having carry out the task/The Sense of Duty and Accomplishment, (5). Feelings of pride in one's identity/The Sense of Identity, (6) Feelings of Intimacy/The Sense of Intimacy, (7) Feelings of Parental Sense/The Parental Sense, (8). Integrity Sense'So from the above understanding, it can be concluded that children with special needs, one of which is the category of mentally retarded children, they have special needs and components of a healthy personality, including components of a sense of integrity needed by children with special needs and are very dependent on their environment. If the experience of individuals throughout their lives is wrong or wrong, then they will not be able to accept the demands of their life (environment) in the future. One of the goals of special education should be to prepare to perfect one's sense of integrity. Along with the acquisition of equal rights between children in general and Children with Special Needs (ABK), especially children with mild mental retardation, education in any form must be provided for all of them. One of the educational programs that must be provided for children with special needs is sex education. According to Law Number 36 Year 2009 Articles 136-137 "[5]Regarding Youth Health, the government provides information for teenagers to know about sexual education. Whereas for comprehensive sexuality ". In Law Number 36 Year 2009 Article 72 point d of the Law states that: "everyone has the right to obtain correct and accountable information, education, and counseling regarding reproductive health".

Previously in point b, it was stated that: "everyone has the right to determine their reproductive life and be free from discrimination, coercion, and/or violence that respects noble values that do not degrade human dignity in accordance with religious norms". With the mention of this, everyone should have the freedom to obtain information about reproductive health, including normal children or children with special needs, this is based on the importance of introducing sex education (Sex Education) for children. Referring to the explanation of the law on health above, sex education for children and special needs children seems to still rarely get attention among educators. It is evident that the literature that discusses sex education comprehensively is still very limited. Whereas sex education (Sex Education) for them is a must, because children with mild mental retardation in principle have the same sexual drive development as children in general. Along with the lack of sex education for children with special needs, some of them tend to be easily manipulated so that they are often used as objects of sexual harassment and exploitation. Based on the background of the problem above, in general, this study aims to develop a sex education model from an early age for mild mentally retarded children. Specifically, the research aims to: (1) develop a sex education module (Sex Education) for the individual needs of mild mentally retarded children, (2) find out the empirical validity of sex education (Sex Education) on the insight of mild mentally retarded children about self-care (Self Development), (3) the importance of teaching sex education (Sex Education) in schools by teachers as a provision for self-development education, (4) sex education (Sex Education) for children with mild mental retardation, must be habituated by parents and families as the closest people to children, especially in terms of caring for children.

Self and preparation for puberty. So the author is interested in conducting more in-depth research on the management of sex education (Sex Education) to be included in a dissertation as the research topic: "Sex Education Management (Sex Education) from an Early Age for Mild Mentally Impaired Children in Extraordinary Elementary Schools / SDLB (Case Study in SDLB SPK Muhammadiyah Tegal City and SDLB Negeri Slawi, Tegal Regency, Central Java Province). Thus, it is hoped that researchers can study and analyze problems related to sex education (Sex Education) from the point of view of theory and management concepts that are tailored to the needs of mentally retarded children in special schools. "Sex Education Management from an Early Age for Mild Mentally Impaired Children in Extraordinary Elementary Schools/SDLB (Case Study at SDLB SPK Muhammadiyah Tegal City and SDLB Negeri Slawi, Tegal Regency, Central Java Province). Thus, it is hoped that researchers can study and analyze problems related to sex education (Sex Education) from the point of view of theory and management concepts that are tailored to the needs of mentally retarded children in special schools. "Sex Education Management from an Early Age for Mild Mentally Impaired Children in Extraordinary Elementary Schools/SDLB (Case Study at SDLB SPK

Muhammadiyah Tegal City and SDLB Negeri Slawi, Tegal Regency, Central Java Province). Thus, it is hoped that researchers can study and analyze problems related to sex education (Sex Education) from the point of view of theory and management concepts that are tailored to the needs of mentally retarded children in special schools.

II. METHODS

The research method used is descriptive qualitative, with a case study approach. The subjects in this study were the principal, class teacher, and parents. The research location is the Slawi Special School and the Sebar Pesona Kasih Muhammadiyah Special School, Central Java. Collecting data by conducting observations, interviews, and documentation studies with triangulation data collection techniques.

III. RESULTS AND DISCUSSION

Management of sex education (sex education) at SLB Slawi and SLB Sebar Pesona Kasih Central Java cannot be separated from the management principles that must be carried out systematically with the results of the description as follows: Planning (plan) The main purpose of providing sexual education for children with mild mental retardation is to provide early debriefing on how to prepare children with mild mental retardation to apply a sexually healthy lifestyle and to avoid sexual violence. What is done and carried out at SLB Slawi and SLB Tebar Pesona Kasih is in accordance with the objectives of sex education for mild mentally retarded children according to the theories and concepts of [6] Kendall (Sulfiani, 2017) the purpose of teaching sex education is described as follows: "(1) Forming understanding and understanding of gender differences between men and women in the family, the role of life development which is always changing as well as values and norms that apply in society and culture . (2) Forming understanding and understanding of the role of sex in human and family life. (3) Developing an understanding of self-concept related to the function and needs of sex. (4) Helping children to be able to develop their personality so that they are able to make the right decisions and are able to be responsible". The planning for sex education carried out at SLB Slawi and SLB Sebar Pesona Kasih is an educational effort, awareness process, and explanation of sexual problems that is given to children from an early age so that they understand problems related to instincts, understanding sex, and marriage.

Implementation (plan): Sex education for mentally retarded children from an early age, which has been carried out at SLB Slawi and SLB Sebar Pesona Kasih, really requires a deepening of the material so that it is right on target according to the needs, age, and level of understanding and maturity of the child. This right is in accordance with the theory of Aji, et al. (2018) explains that techniques or strategies in delivering sex from an early age must be effective and communicative. [7] "The most dominant obstacle that occurs and is experienced by teachers and parents in delivering sex education for children with mild mental retardation is the readiness of teachers and parents to obtain sufficient and appropriate information about sexual education". Realizing that sexual education is a very difficult lesson to accept, especially for children with mental retardation, so it requires a separate learning model that is able to provide them with good sexual education materials. The results showed that in two research locations, SLB Slawi and SLB Sebar Pesona Kasih, effective and suitable methods when providing sex education for children with mild mental retardation were question and answer, role play, practice skills (direct), modeling, training, reinforcement, describe or use pictures, and discussion. Thus, when reviewing the results of the research at the two schools, the approach method that has been carried out in providing debriefing on sex education for children with mild mental retardation, is in accordance with the concept. Evaluation Assessment in sex learning for children with mild mental retardation is directed so that children are able to meet the standards of self-development skills which include cognitive, affective, and psychomotor skills including the ability to develop attitudes, knowledge and skills needed by mild mentally retarded children in adjusting to their environment.

In the two Special Schools mentioned above, the assessment in sex education is to measure the extent to which children with mild mental retardation understand the material that has been taught including about sexuality and reproductive health in growth and preparing for further development. From the standard of

Self-Development, cognitive skills, which are developed through sex learning, This is in accordance with one of the Check concepts in according to Tuala (2016: 48) which are: [8] "checking: measuring how effective the previous solution test was and analyzing whether the measure could be improved." The Check stage is the inspection and review stage as well as studying the results of the implementation in the Do stage. Make a comparison between the actual results that have been achieved with the targets set and also the accuracy of the predetermined schedule. The follow-up (action) for Self-Development at the Slawi Special School and the Sebar Pesona Kasih Special School stated that the accommodation of self-development education through clear programs will be very helpful in campaigning for sex education so that children are accustomed and able to understand sex lessons with their daily lives, regular monitoring between teachers and parents should be done regularly, and from time to time a follow-up evaluation is carried out. The right solution for inculcating Self-Development for mild mentally retarded children is for parents to start thinking about these sex learning steps by providing sex education from an early age to mild mentally retarded children.

Accommodation for self-development education through sex education at SLB Slawi and SLB Sebar Pesona Kasih is an instillation of values as provisions for mild mentally retarded children, and is an act stage, namely the stage to take the necessary actions against the results of the check stage, by following up or implement a solution that has been thoroughly improved, according to Tuala (2016: 59) there are two types of actions that must be taken based on the results achieved, including: "(1) Corrective Action, namely in the form of action solutions to problems encountered in achieving the Target. The corrective action must be taken if the results do not meet the achievement targets. (2) Standardization Action, which is an action to standardize the best way or practice of action that has been taken. This standardization action is carried out if the target results are achieved according to what has been set. The cycle will return to the Plan stage to carry out further process improvements so that there is a continuous process improvement cycle." Reinforced by Safrudin (2013) that: [9] "Sex education that is delivered to children appropriately will be beneficial for individual children, at least they will get used to it, be independent in taking care of themselves and their sexual organs.

What happens if sex education for children with special needs from an early age is not given properly. So the impact of violence and sexual harassment that has an impact on the level of depression and psychological pressure will be felt by children, so that they experience piles of suffering and require a long time to heal." Thus, SLB Slawi and SLB Sebar Pesona Kasih have special and clear programs regarding sex education, provide age-appropriate material and the needs of children with mild mental retardation, adjust methods and techniques or strategies by providing brief and understandable explanations, easy to catch and understand for children with mild mental retardation. , providing concrete examples, by providing repetition, as well as role playing, providing material through social stories, and with visual explanations. The use of media, as well as the evaluation provided must also be adapted to the condition of the child with mild mental retardation, and finally, hold a continuous follow-up program. So that it is in accordance with existing theories and concepts, although the optimization of the implementation is not optimal because the syllabus is not written and only based on experience. So that it becomes an obstacle for teachers in carrying out learning optimally. Apart from the absence of a syllabus, the commitment of parents and unsupportive infrastructure were also obstacles in the two SLBs.

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